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ABSTRACT

Contents of the New Mexico State Annual Evaluation Report for ESEA Title I Projects, for fiscal year ending June 30, 1970, include: New Mexico allocations for 1969-70; school districts allocations for 1969-70--basic statistics, state education agency staff visits to local education agencies, changes in the effect of state agency procedures, effect upon educational achievement, effect on administrative structure, additional efforts to help the disadvantaged, compensatory education for children in non-public schools, coordinated teacher-teacher aide training program, and community and parent involvement; Appendix A--Educational Aides Workshop, Belen - Los Lunas - Socorro, August 20, 1969, Los Lunas High School - West Mesa Campus; and, Appendix B--Teacher Aide Workshop, Mesilla Park Elementary School, Los Cruces, New Mexico, August 18-21, 1969. (JM)

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STATE OF NEW MEXICO
STATE ANNUAL EVALUATION REPORT
FISCAL YEAR ENDING JUNE 30, 1970
P. L. 89 – 10
TITLE I
ESEA PROJECTS

Submitted by

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TITLE I ESEA FEDERAL PROJECTS EVALUATION

UD011504

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION
CAPITOL BUILDING
SANTA FE
87501

LEONARD J. DE LAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

FUNDS MANAGEMENT

December 1, 1970

TO: Mr. Richard L. Fairley, Acting Director
Division of Compensatory Education, BESE
U. S. Office of Education
Washington, D.C. 20202

FROM: Donald L. Harvey
Coordinator, Funds Management Division
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SUBJECT: State Annual Evaluation Report
P.L. 89-10, Title I ESEA Projects
Fiscal Year Ending June 30, 1970

Herein is contained the New Mexico "State Annual Evaluation Report" for P.L. 89-10, Title I Projects, for Fiscal Year Ending June 30, 1970.

The pages that follow are a comprehensive analysis of Title I activities carried out in the eighty-nine public school districts in New Mexico who are receiving funds under P.L. 89-10, Title I ESEA. Each numbered item is a direct response to identically numbered items in "State Title I ESEA Evaluation Questions for FT 1970."

DLH:vv

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TITLE I ESEA SERVICES
STATE DEPARTMENT OF EDUCATION

NEW MEXICO ALLOCATION FOR 1969-70

	NO. OF ELIGIBLE CHILDREN	AMOUNT PER CHILD	AMOUNT ALLOCATED
Allocated to the local educational agencies for the operation of regular Title I, ESEA programs (including low-income, AFDC, Neglected, and those in Foster Homes)	51,064	173.49	8,859,144
Allocated to State Institutions for Handicapped Children	862	306.24	263,979
Allocated to State Institutions for Delinquent Children	302	306.24	92,484
Allocated to State Department of Education – Migrant Children	6,574	95.84	630,090
State Administration	(52,228)	2.87	150,000
TOTALS	NA	NA	9,995,697

TITLE I, ESEA SERVICES
NEW MEXICO STATE DEPARTMENT OF EDUCATION
FISCAL YEAR 1969 – 70

SCHOOL DISTRICTS ALLOCATION

SCHOOL DISTRICT	NUMBER OF ELIGIBLE CHILDREN	TOTAL NUMBER OF CHILDREN	APPROVED ALLOCATION
Alamogordo	701	9,710	121,617
Albuquerque	9,367	80,828	1,625,090
Animas	36	243	6,246
Artesia	654	4,109	113,463
Aztec	243	1,899	42,158
Belen	633	3,171	109,820
Bernalillo	1,274	2,652	221,028
Bloomfield	696	1,678	120,750
Capitan	66	237	11,450
Carlsbad	1,235	7,215	214,261
Carrizozo	89	445	15,441
Causey	18	110	3,123
Central	2,324	3,846	403,193
Chama	487	1,140	84,490
Cimarron	100	501	17,349
Clayton	216	1,163	37,475
Cloudcroft	57	377	9,889
Clovis	982	8,921	170,368
Cobre	498	2,906	86,398
Corona	51	162	8,848
Cuba	618	781	107,217
Deming	613	3,654	106,350
Des Moines	27	214	4,685
Dexter	188	661	32,617
Dora	21	234	3,643
Dulce	44	647	7,633
Elida	21	129	3,643
Encino	73	159	12,664
Espanola	2,444	5,860	424,012
Estancia	173	576	30,014
Eunice	93	950	16,134
Farmington	744	6,971	129,078
Floyd	22	302	3,817
Ft. Sumner	174	631	30,188
Gadsden	711	4,223	123,352
Gallup	3,446	10,937	597,851
Grady	52	178	9,021
Grants	977	5,361	169,501
Hagerman	81	466	14,052
Hatch	234	924	40,597

SCHOOL DISTRICT	NUMBER OF ELIGIBLE CHILDREN	TOTAL NUMBER OF CHILDREN	APPROVED ALLOCATION
Hobbs	735	8,481	127,516
Hondo	110	262	19,084
House	32	114	5,552
Jal	28	978	4,858
Jemez Mountain	266	657	46,149
Jemez Springs	256	604	44,413
Lake Arthur	44	211	7,633
Las Cruces	1,924	15,761	333,797
Las Vegas City	840	2,746	145,732
Las Vegas West	1,662	2,754	288,342
Logan	56	219	9,716
Lordsburg	152	1,243	26,371
Los Alamos	66	4,847	74,253
Los Lunas	428	3,056	11,450
Loving	86	394	14,920
Lovington	514	3,361	89,174
Magdalena	309	608	53,609
Maxwell	53	205	9,195
Melrose	60	294	10,410
Mora	637	1,161	110,513
Moriarty	85	665	14,747
Mosquero	53	145	9,195
Mountainair	251	472	43,547
Ojo Caliente	287	617	49,792
Pecos	471	846	81,714
Penasco	669	866	116,066
Pojoaque	476	1,157	82,582
Portales	640	2,888	111,034
Quemado	78	182	13,533
Questa	395	1,102	68,529
Raton	432	1,909	74,948
Reserve	102	359	17,696
Roswell	1,456	10,487	252,603
Roy	58	233	10,062
Ruidoso	42	837	7,287
San Jon	50	284	8,674
Santa Fe	2,121	11,665	367,974
Santa Rosa	485	1,199	84,143
Silver City	286	2,991	49,619
Socorro	643	2,119	111,554
Springer	191	654	33,137
Taos	1,579	3,033	273,942
Tatum	54	557	9,369
Texico	104	407	18,043
T. or C.	217	1,311	37,648
Tucumcari	505	2,300	87,613
Tularosa	276	1,484	47,883
Vaughn	92	291	15,961
Wagon Mound	225	255	39,036
TOTAL	51,064	274,442	8,859,144

TITLE I, ESEA SERVICES
NEW MEXICO STATE DEPARTMENT OF EDUCATION
FISCAL YEAR 1969— 70

BASIC STATISTICS

I Provide the following Basic State Statistics:

A. Total number of operating LEA's in the State of New Mexico 89

B. Number of LEA's participating in Title I:

1. During the regular school term only 82
2. During the summer term only 0
3. During both the regular school term and the summer term 7

C. Number of Title I Programs:

Instructional Activities	No. of School Districts	
	Reg. Term	Summer Term
Art	11	1
Business Education	6	0
Cultural Enrichment	17	3
English-Reading	59	3
English-Speech	8	0
English-Other Language	18	1
English-TESOL	16	1
Foreign Language	6	0
Home Economics	7	0
Industrial Arts	8	0
Mathematics	14	2
Music	19	0
Physical Education/Recreation	14	2
Natural Science	7	1
Social Science	2	0
Other Vocational Education	11	0
Special Activities for Handicapped	5	0
Pre-K & Kindergarten	38	1
Other:		
Tutoring	2	0
Environment & Physical Health	1	0
Study Center	1	0
Bilingual	3	0
Remedial	1	0
Library reading	1	0
Media Center	1	0
Total Instructional Activities	**276**	**15**

	No. of School Districts	
Supportive Services	**Reg. Term**	**Summer Term**
Attendance	9	0
Clothing	15	0
Food	31	0
Guidance & Counseling	37	0
Health-Dental	27	1
Health-Medical	42	0
Library	28	0
Psychological Services	6	0
Social Work	3	0
Speech Therapy	7	0
Transportation	18	2
Special Services for Handicapped	4	0
Other:		
Field Trips	1	0
Research and Publications	1	0
Excursions	2	0
Materials Center	2	0
Community Services	1	0
Psychiatric Services	1	0
Student Activities	2	0
Remedial Reading	1	0
Total Supportive Services	238	3
Total Instructional Activities and Supportive Programs	514	18

	Percent of Total	
Instructional Activities:		
Art	4%	7%
Business Education	2%	0%
Cultural Enrichment	6%	20%
English-Reading	21%	20%
English-Speech	3%	0%
English-Other Language	7%	7%
English-TESOL	6%	7%
Foreign Language	2%	0%
Home Economics	3%	0%
Industrial Arts	3%	0%
Mathematics	5%	13%
Music	7%	0%
Physical Education/Recreation	5%	13%
Natural Science	3%	7%
Social Science	1%	0%
Other Vocational Education	4%	0%
Special Activities for Handicapped	2%	0%
Pre-K & Kindergarten	13%	6%
Other	3%	0%
	100%	100%
Supportive Services:		
Attendance	4%	0%
Clothing	6%	0%
Food	13%	0%
Guidance and Counseling	16%	0%
Health-Dental	11%	33%
Health-Medical	18%	0%
Library	12%	0%
Psychological	2%	0%
Social Work	1%	0%
Speech Therapy	3%	0%
Transportation	8%	67%
Special Services for Handicapped	2%	0%
Other	4%	0%
	100%	100%

18.6% of the Total School Enrollment in New Mexico are Economically Deprived Children. (This does not include Handicapped or Delinquent Children.)

SEA STAFF VISITS TO LEA's

II. During FY 1970, indicate the number of SEA Title I staff visits to LEA's participating in Title I. By objective of visit (planning, program development, program operation, evaluation, etc.) specify the purposes of these visits and their effect on the development, operation and evaluation of local projects. Indicate proportion of visits, by type.

During FY 1970, the number of SEA Title I staff visits to LEA's participating in Title I Projects was 750.

Program Development

Approximately 185 of the 750 visits (25%) were made for the purpose of providing assistance in the development of individual programs.

The objectives and purposes of these visits were to provide the LEA's with technical assistance in planning, writing and initiating procedures for carrying out Title I programs.

The on-site visits to the LEA's has been effective in improving the types of programs available for the eligible children. They have also increased the understanding of the purposes of Title I.

Program Visitation

Approximately 200 of the 750 (26%) were for the purpose of assisting in the implementation of individual school programs.

The largest percentage of these visits were at the request of the individual school districts for the purpose of assisting staff in program implementation.

These visits have resulted in more efficient use of Title I funds and more direction of these funds towards the target polulations.

Program Evaluation

Approximately 150 (20%) visits were devoted to the establishment of effective evaluation design. The effect of these visits was to educate school districts to realize that evaluation is a necessity if they wish to participate in the program. Emphasis was placed on stating objectives in behavioral terms in order that effective evaluation might take place. The final effect has been to have school districts produce better evaluation designs in terms of behavioral change desired.

Program Operation – Finance

Approximately 75 visits (10%) were made for the purpose of giving assistance in the area of budgeting. These visits were largely connected with budget hearings conducted by the State of New Mexico, Division of Public School finance. Other visits were for the purposes of monitoring and auditing expenditures as established by the USOE. The efeect is improvement in preparation of LEA Title I budgets.

Approximately 145 (19%) were for the purpose of program development through workshops in order to instruct LEA personnel on techniques for improving program through behavior objective evaluation design, The effect has been actual improvement in program for 1970-71.

CHANGES AND EFFECTS IN STATE AGENCY PROCEDURES

III. Describe any changes your agency has made in the last three years in the procedures and the effect of such changes to:

A. Improve quality of Title I Projects:

Change: The change has been to insist that LEA Title I programs be written in terms of anticipated behavioral change on the part of the participant, and that such change be measurable.

Effect:There is a marked improvement in Title I proposals with specific outcomes designated and method of evaluation specified.

Change: In all Title I programs in the State of New Mexico, the target area of program has been visited by State Department of Education specialists in those areas in order to get an expert professional opinion of the program rather than relying on Title I staff alone.

Effect: In addition to involving the total SDE staff, this procedure has brought about more efficient process evaluation so that program could be changed to meet the objectives where this was not being done.

Change: The State Board of Education ruled that educational aides must be certified. The State Department of Education immediately began preparing for aide training sessions.

Effect: The State Department of Education has conducted aide training sessions with the result that both aides and teachers are able to operate more efficiently.

B. Insure Proper Participation of Non-Public School Children:

No change since all non-public schools sign a document to the effect that they have been involved in planning Title I programs, for their district. Routine monitoring by State Department of Education staff ensures their participation. The number of such schools, as in the rest of the country, is decreasing from year to year.

C. Modify Local Projects in the Light of State and Local Evaluations:

Change: The State Board of Education has mandated that all evaluations be based on evaluation by objectives.

Effect: It is now required that all projects presented to the State Department of Education must be written in such terms spelling out objectives, evaluation measures, and procedures to meet the objectives. Pre- and post- evaluative data are now submitted to the State Department of Education for all Projects.

EFFECT UPON EDUCATIONAL ACHIEVEMENT

IV Effect upon Educational Achievement

A. What effect, if any, has Title I had upon the educational achievement of educationally deprived children, including those children enrolled in non-public shcools in your State?

There is not a statewide achievement testing program in the State of New Mexico. It is therefore, very difficult to make a comprehensive and statistically accurate study since there is such a wide variety and type of tests being used to meet the needs of an extremely varied school population.

From a random sample of Title I reading programs in the State of New Mexico and comparing compatible pre- and post-test data, the following changes were noted:

GRADE	NUMBER DISTRICTS SUBMITTING TEST RESULTS	AVERAGE GRADE EQUIVALENCY IMPROVEMENT	RANGE
1	11	.905	2.35
2	30	.903	1.20
3	37	.839	1.68
4	38	.906	2.00
5	32	.759	1.60
6	37	.788	1.60
7	21	.886	1.90
8	25	.884	1.30
9	13	1.132	2.10
10	7	.364	1.65
11	7	1.221	3.00
12	3	1.150	2.50

B. What are the common characteristics of those Title I projects in your State that are most effective in improving educational achievement?

The most common characteristics of the more effective Title I reading projects are that many services are used to supplement and reinforce the reading area. For example, a reading program that is supported by cultural enrichment, guidance services, health services, use of a language laboratory, and the library program seems to be more effective than one in which reading is not reinforced.

C. What evidence, if any, have you found in your State that the effectiveness of Title I projects is related to cost?

An examination of the LEA's evaluation reports indicates that the effectiveness of the Title I programs is related to cost in the following ways:

1. Teachers are doing a more effective job because of new equipment that has enriched the programs.

2. Student dropouts are down and attendance is better because the needs of the students are more nearly being met.

3. Teacher Aides have given teachers more time to teach and students more individualized attention.

4. Free meals, and physical and medical attention have improved the attitude and achievement of the students.

5. The additional money from Title I has allowed the planning and implenentation of new and innovative programs.

6. Adequate and satisfactory buildings have been provided in some communities. This, along with new programs, has been very effective in providing good Title I programs that have been of great benefit to the children in those communities.

EFFECT ON ADMINISTRATIVE STRUCTURE

V. What effect, if any, has the Title I program had on the administrative structure and educational practices of your State Education Agency, Local Education Agencies and Non-Public Schools?

A. The one change in the past year in the State Department of Education has been to put a staff member, who is a specialist in elementary curriculum and instruction as well as having a background in evaluation, in the Title I evaluation position in order to reflect the emphasis of Title I on elementary program in the future.

B. Evaluation by objectives has forced LEA's to consider elementary needs in line with the legal requirements of Title I, review their priorities, and develop behavioral objectives with suitable evaluative measures to match.

C. Non-public schools have also been forced to comply with recent Title I directives emphasizing elementary target populations.

ADDITIONAL EFFORTS TO HELP THE DISADVANTAGED

VI. Additional Efforts to Help the Disadvantaged

A. If state funds have been used to augment Title I programs, describe the number of projects, objectives of the programs, rationale for increased funding with State money, and the amount and proportion of total program funds provided by the State for 1969-70 school year.

State funds are not used to augment Title I programs in the State of New Mexico. Title I funds are used to augment State Programs for the disadvantaged. Some of the more effective Title I Programs have become regular school programs funded only by the State of New Mexico.

B. Provide descriptions of outstanding examples of the coordination of Title I activities with those of other federally funded programs. Identify the other programs and agencies involved.

Silver City is a good example of the coordination of Title I activities with other federally funded programs. In the past year, it has used Title I funds with Title IV funds to meet the needs of the Bilingual disadvantaged children of the district. It is now also providing a demonstration school based on the original Title I Bilingual effort and supplemented by a Title III grant in order to disseminate successful teaching methods for such a population.

Las Cruces and **Artesia** are coordinating Title I and Title VII funds to meet the needs of disadvantaged bilingual children. Artesia is also using Title I and Title III ESEA to work with Title I participants in a diagnostic and remediation center. **Clovis** is doing the same with Title I and Title III ESEA funds.

All Title I programs are coordinated and planned with OEO and with CAP where the latter exists.

COMPENSTORY EDUCATION FOR CHILDREN IN NON-PUBLIC SCHOOLS

VII. Evaluate the success of Title I in bringing compensatory education to children enrolled in non-public schools. Include such factors as the number of projects, the quality of projects, the time of day and/or year when projects are offered, the adaptations to meet the specific educational needs of educationally deprived children in non-public schools, changes in legal interpretations and joint planning with non-public school officials.

There are 25 school districts with programs involving 4,518 children from non-public schools in New Mexico. All of these projects have services offered to non-public school children during the regular academic school day and year.

Adoption of planning procedures for both public and non-public school officials have resulted from Title I projects where a school district had eligible children attending non-public schools. Procedures for establishing priority needs and methods to meet these needs were coordinated by all concerned school personnel.

A marked increase in joint planning with non-public school officials has resulted from administering Title I programs throughout the State. The letters of assurance from the principals of private schools and from the Dioceasan headquarters of the Roman Catholic schools require joint planning and awareness of proposed Title I activities.

There have been no new legal interpretations made regarding Title I in fiscal year 1970.

The following Title I projects are examples of quality programs provided for non-public school children:

Silver City: The Silver City district was able to re-direct the non-public involvement from the purchase of teaching aids and supplies to participation on an equal instruction time basis in elementary Spanish. A preliminary meeting of non-public school parents with the director of the instructional program in language arts and Spanish, funded by the district by Title I, resulted in a request by parents to the non-public school for a Spanish program for grades 1 through 6 with great emphasis on the cultural heritage of their children. Therefore, one teacher was assigned to the non-public school to carry out this request. Moreover, the non-public school teachers participated in the inservice training, carried on by the district under Title I, trying to learn elementary conversational Spanish in order to better communicate with their students and voluntarily attended the combined Title I–Title IV presentations without pay.

Taos: The Taos district has a long history of sharing services with the non-public school. In the past year, Title I tutorial services, health, food and counseling services have been shared. These services, otherwise unavailable to the non-public school pupils, have been given on a regular basis. Cultural excursions and the use of varied instructional materials and equipment have also improved educational practices. The school plants are located side by side which makes cooperative efforts particularly easy to carry out.

COORDINATED TEACHER-TEACHER AIDE TRAINING PROGRAM

VIII. How many LEA's conducted coordinated teacher-teacher aide training programs for education aides and the professional staff members they assist? What was the total number of participants in each project? Describe the general patterns of activities and provide specific examples of outstanding joint training programs.

SCHOOL YEAR 1969-70

SCHOOL DISTRICT	DISTRICT SPONSORING TRAINING PROGRAM	FUNDING			AIDES			TEACHERS		
		TITLE I	MIGRANT	OTHER	TITLE I	MIGRANT	OTHER	TITLE I	MIGRANT	OTHER
Albuquerque	same	x			25			400		
Bloomfield	same			x	14			6		85
Central	same	x			14					25
Chama	Espanola	x		x	5	1		1		1
Clayton	same	x	x		2			2		
Cuba	same	x			15					18
Deming	same	x			8	7				10
Dexter	Roswell	x	x		1	1			2	
Dulce	same			x			1			2
Encino	same	x						1		
Estancia	same	x			1	2	2			
Espanola	same	x	x	x	30	3	13	2	20	
Farmington	same	x			11			2		2
Floyd	same			x		1				17
Gadsden	Las Cruces		x		2	10	12	1	10	12
Grady	same	x				1		1		2
Grants	same	x			30		15	10		
Hagerman	Roswell	x	x		1	1		1	1	
Hatch	Las Cruces		x			2				3
Hondo	Roswell	x			1					
Jemez Mountain	Espanola	x	x		5	2				
Jemez Springs	same	x			6		2	1		4
Las Cruces	same		x			41			13	4
Las Vegas City	same	x		x	5		2	6		2
Las Vegas West	Mora	x		x	4		4	3		
Los Lunas	same			x	3		17	3		12
Magdalena	Socorro	x			3					1
Maxwell	Raton	x			1			1		
Mora	Santa Rosa	x	x			2		2	4	
Mountainair	same	x			2			1		
Ojo Caliente	Espanola	x		x	4	1	1			3
Pecos	same	x			6	1		5		4
Penasco	same	x			10					20
Pojoaque	same	x			13			5		3
Quemado	same	x		x	3			1		7
Questa	Espanola	x			4	2				5
Raton	same			x	42			61		
Roswell	same	x			22			3	2	20
Roy	Raton	x			1					3
San Jon	same	x			2	1				13
Santa Fe	same	x			15			24		
Santa Rosa	same	x			4	4	4	1		3
Socorro	same	x			7					
Springer	same	x			43			60		
Taos	Espanola	x			12	2	1	6	2	2
Texico	same	x						1		1
Tucumcari	same	x		x	11	2			4	12
Vaugh	same	x						1		
Wagon Mound	same	x	x	—	3	1	—	7	1	—
		41	10	12	391	88	74	619	59	296

Outstanding Joint Training Programs

Los Lunas district sponsored a training program which included Title I, Title I Migrant and operational aides and teachers. The schedule is to be found in Appendix A.

Roswell conducted a 24-hour training program for aides and teachers in Title I, Title I Migrant and operational programs which included both staff from Roswell, Dexter, and Hondo, New Mexico. Aides were assigned to the Educational Services Center for two days to work with specialists and to the Media Center for one day to learn how to use machines. A handbook for aides was developed as well as evaluation check lists for aides completed each semester. (This project is submitted as one of the exemplary Title I projects for the State.)

Las Cruces conducted teacher aide and teacher training programs of 40 hours duration for staff in Title I Migrant, Title III and Title VII, including personnel from Gadsden and Hatch, New Mexico. The program is attached in Appendix B.

Areas covered in the various Teacher-Teacher Aide Training Programs throughout the State were:

1. Aide-Teacher Relationships
2. Duties of Aides
3. Record Keeping
4. Legal Responsibilities
5. Cultural Setting
6. Audio-Visual Materials
7. Guidance and Counseling
8. Tutoring Techniques
9. Children's Games
10. Health and First Aid
11. Safety
12. Child Psychology
13. Compensatory Education
14. Migrant Children
15. Professional Ethics

. . . . . and others . . . . . .

COMMUNITY AND PARENT INVOLVEMENT

IX Describe the nature and extent of community and parent involvement in Title I programs in your State. Include outstanding examples of parent and the community involvement in Title I projects.

A. Involvement of parents and community with Title I programs is extensive in New Mexico and includes:

1. Counselor-parent conferences to discuss test interpretations and special guidance.
2. Teacher-parent conferences to discuss students' progress.
3. Physical Education demonstrations (gymnastic and sport events).
4. Classroom visits by parents.
5. Parents accompanying teachers and students on field trips.
6. Parents attending School Board meetings to learn about plans for Title I programs and their participation in discussions of proposed programs.
7. Advisory Committees, representing a cross-section of the community, being formed to keep community abreast of Title I activities.
8. Parents assisting in the improvement of school programs such as: Pre-first, Kindergarten, Lunchrooms, etc.
9. Encouragement of reading in the home with old library books and outdated textbooks given to those families who have no books to read at home.
10. Parents and community being invited to participate in cultural enrichment activities (tours, lectures, musical programs, art exhibits, style shows, displays, etc.) both in the school and in the community
11. Community conferences for the purpose of planning projects under Title I, discussing progress of projects and for the purpose of urging community participation.
12. Aides being used extensively as interpreters in contacts with non-English speaking parents.
13. On-the-job training provided by local businessmen. This includes training of handicapped.
14. CAP involvement.
15. Parent aid with non-English speaking students.
16. Summer Library programs.

Outstanding examples of parent and community involvement in Title I projects are:

West Las Vegas: The West Las Vegas School Band Parents' Association has strongly endorsed all Title I activities, especially those that apply to the music areas, e.g., summer camp, and other services provided through Title I. Parents and the community have strongly endorsed all programs in Spanish held during the holiday season. Parents have been involved in all out-of-town excursions, both in planning and supervising, during the field trips taken. Parents have also participated in the folk dancing program.

Las Cruces has included parents on the Advisory Committee from each of the Title I schools to assist in reviewing priorities for federal programs, in reviewing the programs in action and in providing feedback to suggest program change based on the needs of particular neighborhoods. The Title I Migrant program has involved parents closely in working on materials to be used in the Migrant program classrooms. The 1970-71 proposal reflects community participation in determining needs of Title I eligible pupils.

APPENDIX A

EDUCATIONAL AIDES WORKSHOP

Belen – Los Lunas – Socorro

August 20, 1969 – 9:00 AM to 4:00 PM

Los Lunas High School Cafeteria – West Mesa Campus

9:00 – 9:10 – Overview – Educational Aides – Welcome ..... Bernard Baca

9:15 – 9:45 – Classroom Aides ..... Celina Archuleta (Los Lunas Schools)
John S. Aragon (Belen Schools)
Janice Reed (Socorro Schools)

9:45 – 10:30 – Activities for Nurses' Aides ..... Mrs. Bobbie Hansen

10:30 – 10:45 ..... COFFEE BREAK

10:45 – 11:30 – Library Activities for Aides ..... Elise Rosenwald (Los Lunas Schools)
Jane Still (Socorro Schools)
Prescilla Tarin (Los Lunas Schools)

11:30 – 1:00 ..... LUNCH

1:00 – 1:45 – Clerical Aides ..... George Patchell, Principal
(Socorro High School)
Lugarda Cline, Secretary

1:45 – 2:45 – Visual Aids & Equipment ..... James Demos (Allied Supply)
Duplicators
16mm Projectors
Filmstrip Projectors
Overhead Projectors

2:45 – 3:00 ..... BREAK

3:00 – 4:00 – Teacher-Aide-Student Relationships and Responsibilities ..... Lavora Fisk, Teacher
(Mountainair Schools)

APPENDIX B

TEACHER AIDE WORKSHOP

Mesilla Park Elementary School Cafeteria
Las Cruces, New Mexico

- **MONDAY – AUGUST 18, 1969**

8:00 – 9:00 – Welcome ..... Earl Nunn
Overview – Dr. Emmett Shockley
9:00 – 9:45 – Why the Aide? ..... Mr. Barela & Mr. Sipko
9:45 – 10:00 ..... COFFEE BREAK
10:00 – 11:15 – Exercise in Two's ..... Mrs. Keith & Mrs. Barba
11:15 – 12:00 – Language ..... Mrs. Mestas
12:00 – 1:00 ..... LUNCH
1:00 – 2:15 – Manuscript Writing ..... Miss Lawler
2:15 – 2:30 ..... COFFEE BREAK
2:30 – 3:15 – Language ..... Mrs. Mestas
3:15 – 4:00 – Self-Awareness ..... Mrs. Smith

TUESDAY – AUGUST 19, 1969

8:00 – 9:00 – Language Arts ..... Mary Keith
9:00 – 9:45 – Communicable Diseases ..... Miss Ervay
9:45 – 10:00 ..... COFFEE BREAK
10:00 – 11:15 – School Records ..... Mr. Linton
11:15 – 12:00 – Language ..... Mrs. Mestas
12:00 – 1:00 ..... LUNCH
1:00 – 1:45 – Audio-Visual Equipment ..... Miss Lawler
1:45 – 2:15 – Cross-Cultural Awareness ..... Mrs. Barba
2:15 – 2:30 ..... COFFEE BREAK
2:30 – 3:15 – Language ..... Mrs. Mestas
3:15 – 4:00 – Communication Skills ..... Mrs. Keith & Mrs. Barba

WEDNESDAY – AUGUST 20, 1969

8:00 – 9:00 – Former Aides ..... Panel
9:00 – 9:45 – Songs and Games ..... Mrs. Barba
9:45 – 10:00 ..... COFFEE BREAK
10:00 – 11:15 – Communication Skills ..... Mrs.Keith
Mrs. Barba
Mrs. Smith
11:15 – 12:00 – Language ..... Mrs. Mestas
12:00 – 1:00 ..... LUNCH
1:00 – 1:30 – Physical Education ..... Mr. Sheward
1:30 – 2:15 – Parental Involvement ..... Mr. Sharp
2:15 – 2:30 ..... COFFEE BREAK
2:30 – 3:15 – Language ..... Mrs. Mestas
3:15 – 4:00 – Self-Expression Through Art ..... Mrs. Lopez

THURSDAY – AUGUST 21, 1969

8:00 – 9:00 – Community Resources: CAA ..... Pete Garcia
NMSU-Harold Servies
DAS-Health Dept.
9:00 – 9:45 – Educational Philosophy ..... Mr. Atkinson
9:45 – 10:00 ..... COFFEE BREAK
10:00 – 11:15 – Communication Skills ..... Mrs. Keith
Mrs. Barba
Mrs. Smith
11:15 – 12:00 – Language ..... Mrs. Mestas
12:00 – 1:00 ..... LUNCH
1:00 – 2:15 – Personnel ..... Mr. Stablein
Employment Forms
2:15 – 2:30 ..... COFFEE BREAK
2:30 – 3:15 – Language ..... Mrs. Mestas
3:15 – 4:00 – Summary ..... Panel
New Aides – Viewpoint ..... Mrs. Keith and Mrs. Barba
Former Aides – Viewpoint ..... Mrs. Keith and Mrs. Barba